

GUIDE TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for Schoolsite Councils

School and District Accountability Division
California Department of Education
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PREFACE

Academic achievement of students is the top priority of the education system in California. SB 374, introduced by Senator Jack O'Connell and effective January 1, 2002, amended *Education Code* sections 64000 and 64001 to require each school to consolidate all school plans required by programs funded through the Consolidated Application into a single plan, known as the "Single Plan for Student Achievement."

The California Department of Education (CDE) developed this handbook, in accordance with *Education Code* sections 33133 and 64001, to help schoolsite councils and school administrators meet the school level planning requirements of state and federal programs funded through the Consolidated Application. When reference is made to specific laws or regulations that apply, the relevant code section is included as a footnote, or the term "must" is used. All other information is given as guidance, based on the experience of local school administrators and California Department of Education staff.

We wish to acknowledge the assistance provided in the preparation of this document by many experienced staff members from the Department, county offices of education and school districts throughout California.

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I. Introduction and Background

Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal programs funded through the Consolidated Application process. The new planning process is called the *Single Plan for Student Achievement*, and became effective January 2002. Its stated purpose is to "improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index."¹ The Academic Performance Index (API) is a rating of schools based on their performance on state assessments. Information on the API can be found at <<http://api.cde.ca.gov>> on the Web site of the California Department of Education.

The new law established the following eight requirements for school plans, directly related to improving tested student performance:

1. School districts must assure "that schoolsite councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."¹
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."¹
3. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.²
4. The content of the plan must be aligned with school goals for improving student achievement.³
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure pupil achievement..."³
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index..."³
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the schoolsite council..."⁴
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.⁴

In addition, the plan must meet the requirements of each program funded through the Consolidated Application and operated at the school. This *Guide* will assist in developing a complete plan.

¹ EC 64001(a)

² EC 64001(d)

³ EC 64001(f)

⁴ EC 64001(g)

The Consolidated Application

The Consolidated Application⁵ is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and charter schools throughout California. The application is submitted in two parts:

Each June, school districts and county offices of education submit Part I of the application to document their intent to participate in these programs, and provide assurances that they will comply with the legal requirements of each program.

Part II of the application is submitted in the fall of each year, as soon as the Department can provide the district or county entitlements for each funded program. The entitlements are determined by funding formulas contained in the laws that established the programs. Using these entitlements, districts allocate funds for programs operated by the district office and for programs operated at schools, and for indirect costs of administration.

The State Board of Education approves the application based upon Department review and assurance that no serious compliance problem exists with the application. Local educational agencies are responsible for using the funds provided in the Consolidated Application for improvements that raise the level of academic performance of participating students to the standards set by the State Board. In addition, each program has specific purposes for which its funds must be used:

The following programs are funded through the Consolidated Application process.⁶

State-Funded Programs

- California Peer Assistance and Review Program for Teachers:
Provide professional development to assist teachers through coaching and mentoring
- Economic Impact Aid/State Compensatory Education:
Help educationally disadvantaged students succeed in the regular program
- Economic Impact Aid/English Learner Program:
Develop English fluency and academic proficiency of English learners
- Miller-Unruh Special Reading Program:
Prevent and correct reading disabilities at the earliest time
- School Improvement Program:
Improve school response to educational, personal and career needs of all students
- School Safety and Violence Prevention:
Provide funds to increase school safety
- Tenth Grade Counseling:
Provide all students a systematic review of academic progress and counseling on educational options prior to the end of the tenth grade
- Tobacco-use Prevention Education Program:
Provide funds for instruction and support activities aimed at eliminating tobacco use among students

⁵ Further information on the Consolidated Application may be found at <<http://www.cde.ca.gov/ccpdiv/>>

⁶ Program descriptions and CDE contacts can be found at <<http://www.cde.ca.gov/ccpdiv/conapp/descriptions.htm>>

Federally-Funded "No Child Left Behind" Programs

- Title I, Part A, Schoolwide Program:
Upgrade the entire educational program of eligible schools in high poverty areas
- Title I, Part A, Targeted Assistance Program:
Help educationally disadvantaged students in eligible schools meet state standards
- Title I, Part A, Neglected Program:
Supplementary instruction for children abandoned, abused or neglected who have been placed in an institution
- Title I, Part D, Delinquent Program:
Supplementary instruction for delinquent youth
- Title I, Capital Expenses:
Payment for capital expenses of providing equitable Title I services for eligible private school children
- Title II, Part A, Preparing, Training and Recruiting high Quality Teachers and Principals:
Improve and increase the number of highly qualified teachers and principals
- Title II, Part D, Technology Education:
Provide professional development and support the use of technology to enhance education
- Title III, Language Instruction for Limited English Proficient (LEP) Students:
Help LEP students to attain English proficiency and meet academic performance standards
- Title IV, Safe and Drug-Free Schools and Communities:
Support learning environments that promote academic achievement
- Title V, Innovative Strategies:
Support educational improvement, library, media, and at-risk students

II. Organizing the Schoolsite Council

Roles and Responsibilities

Schoolsite Council

The California Education Code⁷ requires the schoolsite council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school. The council must recommend the proposed plan to the local governing board for approval, monitor its implementation, and evaluate the results. At least annually, the council must revise and recommend the plan, including proposed expenditures of all funds allocated to the school through the Consolidated Application, to the local governing board for approval.

School Advisory Committees

The plan must be developed with the advice, review and certification of any applicable school advisory committees. Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, the Gifted and Talented Education Advisory Committee, and the School Health Council. All required advisory committees have responsibility to advise the school on the special needs of students, and on ways the school may meet those needs.

Governing Board

The local governing board adopts policies for the development and implementation of the *Single Plan for Student Achievement*. Acting upon the recommendation of the council, the board approves or disapproves the plan and all subsequent revisions.⁸ The plan must have board approval before expenditures proposed in the plan may be made. The board must also certify that school plans are consistent with local educational agency plans required for federal funding.

Administration

The local superintendent of schools or designee administers the Consolidated Application. The district and school administration, which may include appointed school leadership teams, is responsible for implementing the school plan. Administration of the plan includes assigning and supervising project staff, purchasing materials and equipment, and accounting for project funds. The administration may also support the planning process by providing training and information to the council, by gathering information or developing proposals for the council's consideration.

Accountability

Because the board, administration and schoolsite council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively. Should an impasse occur, several remedies are available:

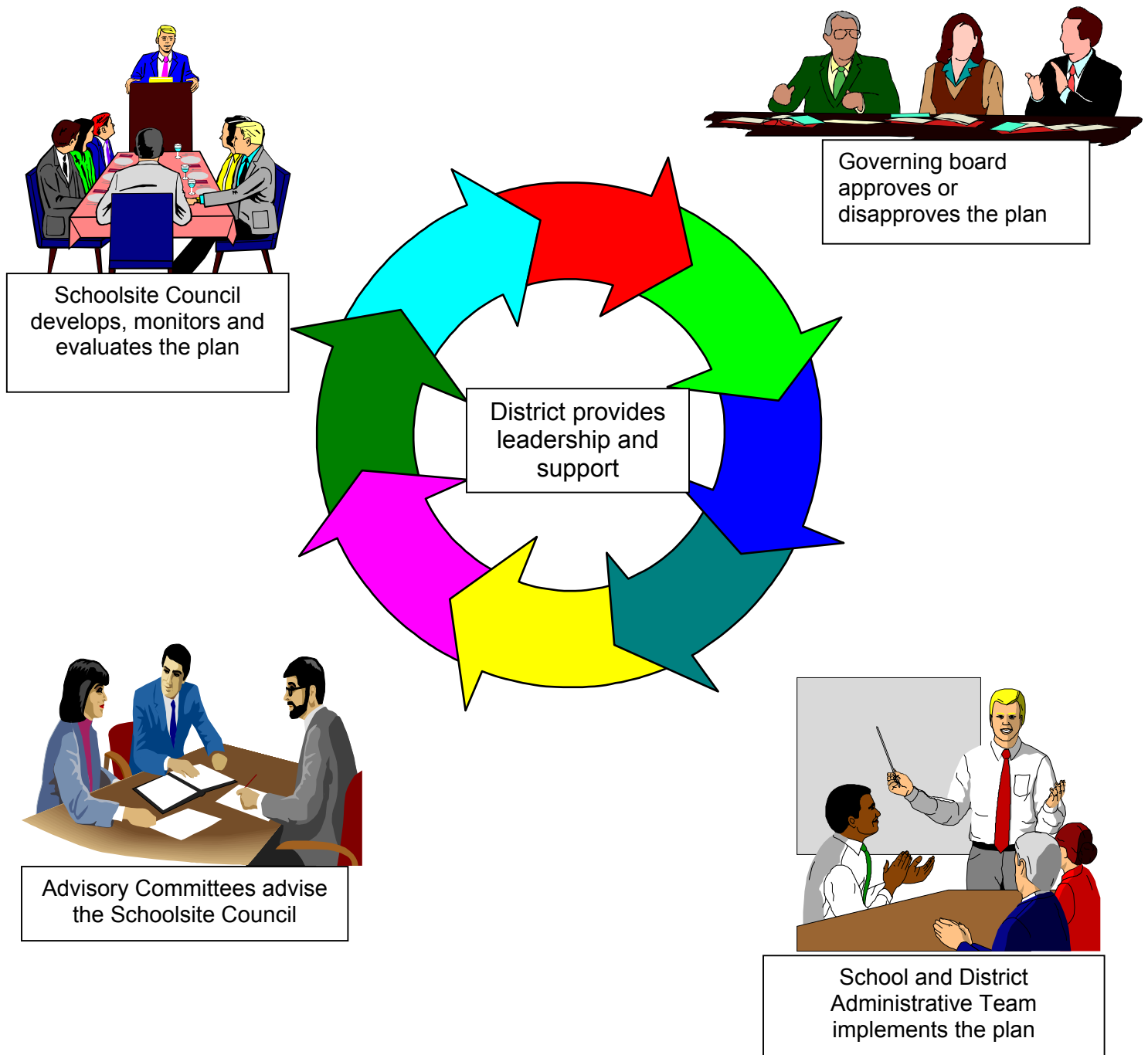
- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The local governing board may develop policies to regulate or inform councils and staff in the performance of their duties.⁹

⁷ EC 64001(a)

⁸ EC 64001(h)

⁹ EC 35160, 35160.1

FUNCTIONS OF THE DEVELOPMENT AND IMPLEMENTATION OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT



Composition

Composition of the schoolsite council is specified in the California Education Code as follows:

"The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school¹⁰; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

"At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a council that is composed of equal numbers of school staff and parents or other community members selected by parents.

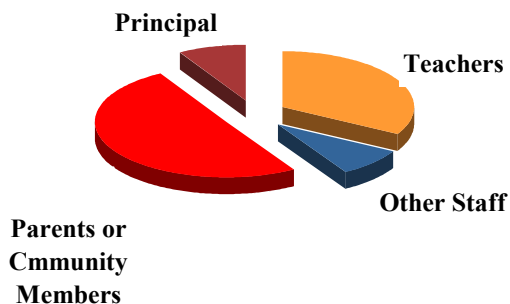
"At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

"At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

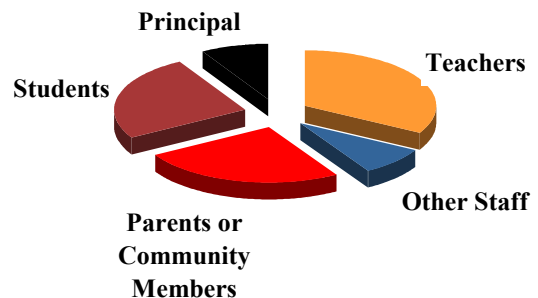
"School districts that maintain kindergarten or any of grades 1 to 8, inclusive, and that maintain schools with fewer than 100 pupils each, and that share a common attendance area may establish a single schoolsite council for the common attendance area."¹¹

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the council.¹²

**Composition of an Elementary
Schoolsite Council**



**Composition of a Secondary
Schoolsite Council**



¹⁰ For example, counselors, psychologists, social workers, nurses, instructional aides and clerks employed at the school

¹¹ EC 52012

¹² EC 33133(c)

Selection

The means of selecting council members are not specified in law, except members are to be chosen by peers. Membership in most schoolsite councils is determined by ballot, but could be decided in an open meeting by voice vote. No membership qualifications are given in law.

To ensure broad support for the selection process, and to avoid controversy over the selection of council members, board policy or council bylaws should specify:

- The means of selection of members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the council and time commitment involved
- A policy of non-discrimination, as may occur by limiting membership to a select group

Many districts elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the council will not be composed entirely of new members each year. Some districts assure additional continuity by electing non-voting alternate members, who become voting members in the event of a mid-term vacancy on the council.

Officers

In order to conduct business effectively, the council will need officers with stated responsibilities and authority, including:

- A chairperson to organize, convene and lead meetings of the council
- A vice-chairperson to serve in the absence of the chairperson
- A secretary to record events and actions taken at council meetings
- A parliamentarian to resolve questions of procedure, often with the help of "Robert's Rules of Order" or similar guide
- Other officers needed to perform stated duties in support of the work of the council

School Principal

The principal has the following duties with respect to the school plan:

- Is a voting member of the council
- Provides information and leadership to the council
- Administers the school-level activities of the approved plan

These responsibilities make the principal vital to the success of the school plan. However, the principal has no administrative authority over the council, may not veto decisions made by the council, and may not make changes to the plan approved by the council.

Committees

In accordance with their bylaws and local governing board policies, the council may appoint committees or individuals to perform tasks that assist the council in developing, monitoring or evaluating the plan. Appointed individuals and committees serve at the pleasure of the council, and are advisory to it. Such appointed groups may:

- Gather and analyze information
- Propose strategies for improving instruction
- Examine materials, staffing or funding possibilities
- Draft portions of the school plan for council consideration.

For example, the council may ask that a group of teachers prepare a staff development proposal as part of a strategy to raise the academic performance of a group of under-performing students. Or, the council may appoint a committee to examine and report on a successful program operating at another school. In addition, the council may consider and accept unsolicited proposals from any individual or group.

Rules of Order

Schoolsite councils must operate according to the following rules:¹³

1. Meetings must be open to the public
2. The public may address the council on any item within jurisdiction of the council
3. Notice of the meeting must be posted at the school site or other accessible place at least 72 hours before the meeting
4. The notice must specify the date, time, and place of the meeting and the agenda
5. The council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted
6. Questions and brief statements of no impact on pupils or employees that can be resolved by providing information need not be described on the posted agenda
7. If these procedures are violated, upon demand of any person, the council must reconsider the item at its next meeting, after allowing for public input on the item

Bylaws

While not required by law, it is good practice for a council to adopt bylaws to guide its actions beyond the rules of order provided by the law or local governing board policy. Bylaws can clarify such matters as the terms and election procedures of council members and officers, the council's regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members, and so forth. An outline for sample bylaws is included in the Appendix.

Records

The schoolsite council needs to maintain records of the following:

- Elections
- Official correspondence
- Agendas of council meetings
- Evidence of input from school advisory committees
- Minutes of meetings, recording attendance, discussions, recommendations and actions
- Copies of prior year school plans

Public records require safekeeping. Council records should be filed in a secure place at the school, and in accordance with district policy. Federal law requires that all records pertinent to a funded project be retained for three years.¹⁴ Council records must be made available for public review upon request.

¹³ The Greene Act, EC 35147(c)

¹⁴ 34 Code of Federal Regulations, Part 74.53

Essential Information

Council members need specific information to enable them to plan, monitor and evaluate effective improvements. The following information is of particular importance:

- Input from school advisory committees
- Input from students, parents and staff, including responses to opinion surveys
- School allocations contained in the Consolidated Application
- Local board policies related to school plan development, such as the criteria to evaluate the success of categorical programs, or policies on schoolsite council elections. A copy of local board policies should be available at the office of the local superintendent of schools
- Purposes, requirements and principles of the state and federal categorical programs for which the council must plan¹⁵
- A list of sources of information on categorical programs included in the Appendix
- Student performance data. Links to data from the Academic Performance Index (API), Student Testing and Reporting (STAR), California English Language Development Test (CELDT) and School Accountability Report Card (SARC) are provided in the Appendix
- The school's program of instruction. This information can be gathered by reviewing local curriculum guides and grade level standards, by observing classes and services, and by inviting staff to describe their programs at meetings of the council

County Offices of Education

County offices of education may provide information and training opportunities related to the development of school plans to school districts within their county. Many operate cooperatives for districts with less than \$75,000 of Consolidated Application funds and districts with larger allocations that choose to participate. Districts participating in a "co-op" receive assistance with the Consolidated Application, and in developing and implementing school plans. County Offices of Education may also assist districts in preparing for state compliance reviews of categorical programs.

Cycle of Plan Development

The *Single Plan for Student Achievement* involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring and evaluation. The starting date of the annual planning cycle is a local decision. The calendar of planning activities may including the following tasks:

- Select council members and officers
- Train council members
- Obtain advisory committee input and community involvement
- Analyze student data and educational practice
- Develop the plan and related expenditures
- Submit the plan to the local governing board
- Monitor implementation
- Evaluate the results
- Amend the plan and expenditures as needed

The plan must be amended at least annually, and whenever there are material changes that affect the academic program for students at the school.¹⁶

¹⁵ For example, the principles of effectiveness from Title IV, Safe and Drug-Free Schools and Communities Program (20 USC 7115)

¹⁶ EC 64001(g)

III. Developing the Single Plan for Student Achievement

The *Single Plan for Student Achievement* establishes a focus for raising the academic performance of all groups of students to state standards. In the context of the plan, improvements in instruction, staff development, and course offerings are means of achieving specific academic goals for identified under-performing student groups.

As its name implies, the plan must coordinate the purposes and requirements of all programs funded through the Consolidated Application operated at the school. The council may choose to include other school programs as well, understanding that the content of the plan must be aligned with school goals for improving student achievement.¹⁷

A template for the *Single Plan for Student Achievement* is available on the California Department of Education Web site at <<http://www.cde.ca.gov/ccpdiv/>>. The template meets the content requirements for school plans required by all state and federal programs funded through the Consolidated Application. A committee of practitioners representing CDE and California's varied school districts developed the template.

Use of the template is voluntary. Development of the plan, its contents and proposed expenditures, is the responsibility of the elected schoolsite council, which may add to or change the template to suit local needs. If the template is not used, the council should ensure that all required content¹⁸ is included in the plan. Information unrelated to the goals of the plan need not be included.

The schoolsite council can complete the plan by taking the following twelve steps. After reviewing the template and considering the work to be done, the council may wish to develop a calendar of tasks and meetings to address each step.

Step One: Obtain Input

Before the council establishes school goals and sets priorities for service, it must seek the input of applicable school advisory committees. The council must also allow these committees to review and comment on the draft plan.¹⁹ School advisory committees include:

- English Learner Advisory Committee
- State Compensatory Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Special Education Advisory Committee
- School Health Council
- Other committees established by the school or district

The council may invite these committees to provide advice at a meeting of the council held for this purpose, or may accept written recommendations to be reviewed by the council. Generally, advisory committees are concerned about special needs of a particular group of students, the current program for those students, and supplementary services to improve their academic performance.

The most effective plans will be strongly supported by the entire school community. The council should seek the widest possible communication with its community, including:

- Parent, student and staff surveys
- Meetings to share Information

¹⁷ EC 64001(a), (d), (f).

¹⁸ See *Chart of Required Contents for the Single Plan for Student Achievement*, <<http://www.cde.ca.gov/ccpdiv/singleplan>>

¹⁹ EC 64001(a)

- Student performances and projects.
- Interviews of school volunteers, parents, students and staff
- Involvement with business and community organizations

Special Cases

Immediate Intervention/Under-performing Schools Program (II/USP)²⁰

The II/USP provides resources to support the planning and implementation of a school plan to increase student achievement. Participating districts must appoint a broad-based school and community team, known as the action plan team. Parents and other members of the community must be involved in developing and carrying out an action plan. The teams must be composed of a majority of non-school site members and not less than 20 percent parents or legal guardians of students in the school. For example, if a hypothetical Action Plan Team consists of ten members, up to four may be school site personnel; the other six members must be non-school site personnel and at least two must be parents or guardians of students attending the school.²¹ District governing boards may create an Action Plan Team by augmenting the schoolsite council with persons not employed at the school.²²

High Priority Schools Grant (HPSG) Program for Low Performing Schools²³

This program is intended to assist the lowest performing schools in raising student achievement by offering additional resources targeted to student performance. HPSG schools automatically participate in the II/USP Program, and must meet all of the requirements of II/USP as modified by the HPSG legislation. A school action plan must be developed, in partnership with the school district, by the schoolsite council, or if the school does not have a schoolsite council, by a schoolwide advisory group or school support group that conforms to the requirements of Section 52012.²⁴

Alternative Education Programs

Community day schools, court schools and continuation high schools must meet the social needs of at-risk students and raise their academic achievement to the level of state standards. A broad-based school and community team advisory could provide collaboration with parents and community partners, and advice on improving services to these students through categorically funded programs.

Focus on Learning: Secondary School Accreditation

Secondary schools using the "Focus on Learning" process for accreditation through the Western Association of Schools and Colleges (WASC) are encouraged to coordinate this process with the *Single Plan for Student Achievement*. Some schools go beyond coordinating, to *merge* these processes. The resulting combined plan must meet the requirements of the *Single Plan for Student Achievement*. It must be developed by the elected schoolsite council with the involvement of school advisory groups, and must focus resources provided through the Consolidated Application on improving the academic achievement of under-performing students to the level of state standards.

General Rule for Integrating Plans

Most categorical programs have planning requirements. Integrating or merging two or more planning processes does not eliminate any of these requirements. The combined process must include the requirements of all the programs involved.

²⁰ EC 52053

²¹ EC 52054(a)

²² EC 35160, 35160.1, 52054(a); CCR 5, Section 3932

²³ Further information on the High Priority Schools Grant Program may be found at <<http://www.cde.ca.gov/i/iusp/>>

²⁴ EC 52055.620

Step Two: Review School Characteristics

School Vision and Mission: A statement of the school vision and mission is not required by law, but is commonly found in school plans. If the school has a published school vision and mission statement, the council is well advised to review them, even if the council does not include them in the plan. If such statements do not exist, the council may wish to involve a group representative of the school community to develop them. The template provides a list of items commonly found in school vision and mission statements.

School Profile: A description or profile of the school is not required by law, but is helpful in understanding school and community influences acting upon the academic program of the school and upon its student groups.

School Accountability Report Card (SARC): If the *Single Plan for Student Achievement* is used to satisfy the planning requirements of the *Immediate Intervention/Underperforming School Program (II/USP)*²⁵, information from the SARC must be included. Although not required for other programs, the SARC is a valuable source of information on student performance and conditions affecting the learning environment.

Step Three: Analyze Current Educational Practice and Staffing

The purpose of this section of the plan is to identify benchmarks in educational practice at the school. Because educational practice is directly related to student performance, an accurate assessment and thoughtful analysis of current educational practice at the school is essential to raising academic performance among identified groups of students.

On page 2 of the template is a list of ten factors known to significantly affect the level of student performance. To analyze these factors, the council will need information from a variety of sources, such as

- Curriculum audits
- California Healthy Kids Survey, School or District Data
- District Master Plan
- Local Improvement Plan or Local Educational Agency Plan (*No Child Left Behind Act of 2001*)
- School Accountability Report Card
- Staff survey results
- Structured discussions with school and district staff
- WASC Accreditation Report (for high schools)

Discussion of each of these factors should result in succinct and focused statements, based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of educational practice, and note progress made.

²⁵ Further information on II/USP can be found at <<http://www.cde.ca.gov/i/iusp/>>

Step Four: Analyze Student Performance Data

The council is required to base its plan upon an analysis of verifiable state data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Tables of data for your school and district are available online:

- API Reports: <<http://data1.cde.ca.gov/dataquest/>>
- Student Testing and Reporting (STAR) data: <<http://star.cde.ca.gov/>>

The council may also use other data voluntarily developed by the district or accumulated at the school, such as:

- Information from the School Accountability Report Card
- Analyses of running records used to track student progress in reading
- Student grades, especially when aligned to grade level standards
- Analyses of student work, calibrated to content standards
- Other state and local measurements of academic performance such as local writing assessments, the High School Exit Exam and measures of social, emotional and physical development that impact academic achievement.

School goals must be based upon a comprehensive assessment of student academic achievement, using multiple measures of student performance. Pages 3, 4 and 5 of the template contain sample tables of state and local data on student performance, to illustrate the types of data available. It is not intended that these sample tables be completed. Instead, the council should assemble similar measures of student performance, and conduct a thorough discussion and analysis on the meaning of the data. The council's task is to identify significant low performance among all student groups. The council should then decide which data summaries to include in the plan as most informative and relevant to the school goals the council adopts.

Step Five: Establish School Goals

School goals should meet four tests. Goals should be:

- Derived from group performance data and analysis of related educational practices
- Attainable in the period specified in the plan
- Specific to the participant student groups
- Measurable

If goals set by the council are very general, such as "All third grade students will read on grade level", then related performance objectives should be adopted which meet the four tests above. All activities and related expenditures should be based on the adopted school goals.

Step Six: Review Available Resources

The following resources are available for use by the council in developing the *Single Plan for Student Achievement*.²⁶

- Program funds allocated to the **school** through the Consolidated Application, which may include:

State Funds

- School Improvement Program
- Economic Impact Aid, State Compensatory Education
- Economic Impact Aid, English Learner Programs (EIA-LEP)
- Miller-Unruh Special Reading Program
- Tenth Grade Counseling

Federal Funds

- Title I, Basic Programs
- Title I, Neglected or Delinquent Programs
- Title III, Language Instruction for Limited English Proficient Students
- Title V, Innovative Strategies

- Consolidated Application program funds allocated to the **district** that it **chooses** to reallocate to its schools. Such programs may include

State Funds

- Tobacco Use Prevention Education
- School Safety and Violence Prevention
- Peer Assistance and Review

Federal Funds

- Title II, Teacher Quality
- Title II, Technology
- Title III, Limited English Proficient
- Title IV, Safe and Drug-Free Schools and Communities

- Other school programs the council chooses to include

In addition, the council may wish to explore other grants and resources available to schools.²⁷

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1st to June 30th. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds, or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1st through September 30th. However, we are allowed to expend federal funds beginning the previous July 1st. Thus, the period of allowable expenditure extends for fifteen months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

²⁶ Program descriptions and CDE contacts can be found at <<http://www.cde.ca.gov/ccpdiv/conapp/descriptions.htm>>

²⁷ Information on additional resources may be found at <<http://www.cde.ca.gov/funding/>>

Eighty-five percent of the funds from certain programs must be used for direct educational services²⁸ at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited English Proficient Program
- School Improvement Program
- Title I Compensatory Education Program

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1% minimum) and professional development (5% to 10%)
- Program Improvement schools, whatever is needed for costs of transportation and supplemental services, up to 20 percent of the district allocation

The district may reserve funds from Title I, Part A for:

- Serving community day school students
- Title I capital expenses for private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

²⁸ See "Frequently Asked Questions", page 23, for an explanation of direct educational services.

Step Seven: Select Specific Improvements

For each goal set, the council will now select specific activities to reach that goal. As shown on page 6 of the template, begin by restating the goal, then identify the student groups that will participate in that goal, performance gains expected, and means of evaluating any gains made.

The template provides nine means of achieving improvements in educational practice, based upon numerous research studies. The council may add other means to fit their school needs. By applying all reasonable means, the council greatly increases the likelihood that its goal will be reached. For each means selected, specify the actions to be taken, who will implement the action, dates by which actions are to be completed, expenditures needed to implement the action, and the funding source.

A carefully specified improvement is usually more effective than a generalized intent statement, and is easier to evaluate. As each planned improvement is written, decide on a practical way to monitor its implementation and effectiveness.

Step Eight: Consider Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office administers an activity funded by a school allocation, it is called a "centralized service". Examples of centralized services include, but are not limited to:

- English language proficiency testing at a central location
- Staff development or training activities for multiple schools
- Shared costs of staff members shared by several schools
- Prorated costs of the administration of Consolidated Application programs

The council may approve proposals for centralized services needed to achieve the goals of the plan. Centralized services may be included in the plan only with the approval of the council.

Step Nine: Recommend the Plan to the Local Governing Board

After appropriate advisory committees have reviewed the completed plan,²⁹ the council must approve it at a meeting for which a public notice has been posted.³⁰ The plan may then be presented to the district governing board for approval. Page 11 of the template provides a format for recommending the proposed plan to the board and for giving assurance that the schoolsite council:

- Has been properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the board for review

The template provides signature lines for the council chairperson and school principal, attesting to these assurances. To these may be added signature lines and assurance statements for each of the school advisory committees, certifying their input and review. Otherwise, advisory committee involvement may be documented through correspondence and other documents.

It is helpful for council members to be present when the governing board reviews the plan, to answer questions and speak to issues raised. If the plan is not approved, council members present can convey the board's objections to other members.

²⁹ See Step Four, "Obtain Input"

³⁰ EC 35147, 64001(a), 64001(g)

Step Ten: Monitor Progress

After the governing board has approved the plan, the school and district administration become responsible for its timely and effective implementation. The major task of the council then becomes one of monitoring the effectiveness of planned activities, and modifying those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, persons accountable, and estimated costs. A plan that is overly general reduces accountability.

Monitoring should follow the calendar of events established by the plan, to verify achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of performance
- Progress made toward a drop in drug and violence related behavior

As the implementation of planned activities unfold, the council should verify the success of each major event, and share this information with advisory committees and other interested parties. Successes should be shared within the school community and celebrated, as appropriate.

Step Eleven: Evaluate the Effectiveness of Planned Activities

Success of the *Single Plan for Student Achievement* is measured by the improvement of identified student groups on the Academic Performance Index and, for English Learners, improvement on the California English Language Development Test. If school goals are stated as targets for improved student performance on state and local assessments, evaluation is a matter of determining progress made in raising the scores of identified student groups.

The council must at least annually evaluate the effectiveness of planned activities. It is advisable to use multiple measures of student performance to determine the progress toward school goals. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

Three questions to ask when plans fail to achieve expected results:

1. *Are school goals based on tested student performance and a factual assessment of current educational practice at the school?* A failed strategy may mean that the real cause of low performance was incorrectly diagnosed. If the cause of low academic performance is student based, then additional opportunity to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program or in health or safety issues, then student performance will improve only when these issues are resolved.
2. *Is the plan an educationally sound means of reaching school goals?* Assuming a correct diagnosis of the problem, failure to achieve the goal may be the result of ineffective means. When an improvement strategy proves ineffective, the council needs to make needed modifications to the plan before participating students suffer serious academic loss.
3. *Was the plan implemented in a timely and effective manner?* As the council monitors implementation of the plan, operational problems may be identified that threaten the success of the plan. The causes of such problems need to be identified and appropriate action taken by the administration or modifications to the plan made by the council, to ensure effective implementation.

If the council is unable to uphold reasonable standards for assessment, implementation or results, the assistance of the district administration or governing board may be needed.

Step Twelve: Modify the Plan

Any of the following factors may indicate a need to amend the plan during the school year:

- A major service or activity proves ineffective, and students are at risk
- A program allocation is materially less or more than estimated
- Staff, equipment or materials essential to the plan cannot be procured
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents or students.

The council may amend the plan at any time, in accordance with local board policy and council bylaws. Whenever the council makes a material change to the plan, the local governing board must approve the change.³¹

Local governing board policy may specify the criteria for determining a material change, such as:

- Addition or deletion of a school goal
- A major change in duties of project staff
- A major change in school demographics
- A change greater than 10 percent in a program allocation
- A change greater than 10 percent (or a stated dollar amount) in the overall cost of
 - Certificated instructional staff
 - Classified instructional staff
 - Support staff
 - Equipment
 - Materials
 - Centralized services
 - Other expenditures.

Annually, the council must review and update the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application. At that time, material changes in activities that failed to achieve reasonable results must be considered.

The purpose of the *Single Plan for Student Achievement* is to create an upward spiral of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

³¹ EC 64001(g)

IV. APPENDIX

Acronyms and Specialized Terms

The following web site address will link you to the California Department of Education's acronym page: <http://www.cde.ca.gov/help/acronyms.htm>

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ADA- Average Daily Attendance

ADA- Americans with Disabilities Act
<http://www.usdoj.gov/crt/ada/adahom1.htm>

AFDC- Aid to Families with Dependent Children
<http://www.cde.ca.gov/demographics/files/afdc.htm>

API- Academic Performance Index
<http://api.cde.ca.gov/>

BTSA- Beginning Teacher Support and Assessment
<http://www.btsa.ca.gov/>

BTTP- Bilingual Teacher Training Program
<http://www.cde.ca.gov/pd/bttp.html>

CBEDS- California Basic Educational Data System
<http://www.cde.ca.gov/demographics/coord/index.html>

CBEST- California Basic Educational Skills Test
<http://www.ctc.ca.gov/credentialinfo/leaflets/cl667/cl667.html>

CCR- Coordinated Compliance Reviews
<http://www.cde.ca.gov/ccpdiv/index.htm>

CDE- California Department of Education
<http://www.cde.ca.gov/>

CELDT- California English Language Development Test
<http://www.cde.ca.gov/statetests/celdt/>

COE- County Office of Education

COP- Committee of Practitioners (Title I)

CSAM- California School Accounting Manual
<http://www.cde.ca.gov/fiscal/sacs/>

CSIS- California School Information Services
<http://www.csis.k12.ca.us/index.html>

CSR- Class-size Reduction
<http://www.cde.ca.gov/classsize/>

CSRD- Comprehensive School Reform Demonstration
<http://www.cde.ca.gov/iasa/csr/>

CTC- Commission on Teacher Credentialing
<http://www.ctc.ca.gov/>

DHS- Digital High School
<http://www.cde.ca.gov/digitalhigh/>

EC- Education Code
<http://www.leginfo.ca.gov/calaw.html>

EDGAR- U. S. Department of Education General Administration Regulations

EIEP- Emergency Immigrant Education Program
<http://www.cde.ca.gov/eiep/>

EL- English Learner
<http://www.cde.ca.gov/el/index.html>

ELAC- English Learner Advisory Committee
<http://www.cde.ca.gov/board/advisory/elac.pdf>

ELD- English Language Development
<http://www.cde.ca.gov/el/index.html>

ELIL- English Language and Intensive Literacy Program
<http://www.cde.ca.gov/st/elil/index.html>

EO- English-Only (Monolingual English)

ESEA- Elementary and Secondary Education Act
<http://www.cde.ca.gov/pr/nclb/>

ESL- English as a Second Language
<http://www.cde.ca.gov/el/index.html>

ESLRs- Expected Schoolwide Learning Results
<http://www.cde.ca.gov/demographics/>

FEP- Fluent-English-Proficient
<http://www.cde.ca.gov/demographics/>

FOL- Focus on Learning

FTE- Full-Time-Equivalent
http://data1.cde.ca.gov/dataquest/gls_fte.htm

GATE- Gifted and Talented Education
<http://www.cde.ca.gov/cilbranch/gate/>

GED- General Educational Development
<http://www.cde.ca.gov/ged/>

GSE- Golden State Exams
<http://www.cde.ca.gov/statetests/gse/gse.html>

HSEE- High School Exit Examination
<http://www.cde.ca.gov/statetests/cahsee/index.html>

IEP- Individualized Education Program
<http://www.cde.ca.gov/spbranch/sed/iep.htm>

II/USP- Immediate Intervention/Underperforming Schools Program
<http://www.cde.ca.gov/iiusp/>

LC- Language Census
<http://www.cde.ca.gov/demographics/>

LD- Learning Disabled

LEA- Local Educational Agency

LEP- Limited English Proficient
<http://www.cde.ca.gov/demographics/>

NAEP- National Assessment of Educational Progress
<http://www.nagb.org/>

NCE- Normal Curve Equivalent

NCLB- No Child Left Behind
<http://www.cde.ca.gov/pr/nclb/>

NRT- Norm-referenced Test

PI- Program Improvement
<http://www.cde.ca.gov/iasa/titleone/pi/>

PSAA- Public Schools Accountability Act
<http://www.cde.ca.gov/psaa/>

PTA- Parent Teacher Association

R-FEP- Re-designated Fluent-English-Proficient
<http://www.cde.ca.gov/demographics/>

ROP- Regional Occupational Program
<http://www.cde.ca.gov/rocp/dsp/coord.html>

S4- Statewide System of School Support
<http://www.cde.ca.gov/iasa/titleone/team.html>

SABE/2- Spanish Assessment of Basic Education
<http://www.cde.ca.gov/statetests/star/star.html>

SARC- School Accountability Report Card
<http://www.cde.ca.gov/ope/sarc/>

SAT- Scholastic Achievement Test

SAT-9- Stanford Achievement Test
<http://www.cde.ca.gov/statetests/star/star.html>

SBCP- School-Based Coordinated Programs

SIP- School Improvement Program
<http://www.cde.ca.gov/fiscal/categorical/program13.htm>

SEA- State Education Agency

SIP- School Improvement Program

STAR- Standardized Testing and Reporting
<http://www.cde.ca.gov/statetests/star/star.html>

UCP- Uniform Complaint Procedures
<http://www.cde.ca.gov/ccpdiv/complaints/>

WASC- Western Association of Schools and Colleges
<http://www.wascweb.org/>

Frequently Asked Questions

ASSESSMENT AND EVALUATION

Q: What local measures of student performance may be used to identify under-performing groups of students?

A: A variety of local measures are in use, including district proficiency data, student writing samples, attendance, semester grades, and so forth. The choice of local measures, if any, for assessment purposes is a district decision.

FISCAL QUESTIONS

Q: Must the schoolsite council approve all expenditures?

A: The council approves the *proposed* expenditures in the plan. After the local governing board approves the plan, the district superintendent or designee is responsible for implementing those expenditures. Material changes to expenditures approved by the council and by the board require a revision of the plan.

Q: Must the proposed activities and related expenditures contained in a plan approved by the local governing board be implemented?

A: Yes, unless there is some over-riding consideration. For example, an expenditure that is prohibited by law or board policy should not be implemented. In such a case, the plan should be revised to correct the problem and submitted to the local governing board for approval.

Q: Must the total amount of funds allocated to the school in the Consolidated Application be included in the *Single Plan for Student Achievement*?

A: Yes, including funds budgeted for centralized services.

Q: What are "centralized services"?

A: Centralized services are those activities paid for out of funds allocated to the school by the Consolidated Application but managed by central office administrators. The schoolsite council must approve such services as a part of the plan.

Q: What are "direct services"?

A: Direct services are those that directly affect the educational program of students. Examples include instructional services, staff development and parent involvement.

Q: What flexibility is allowed for costs that exceed those contained in the approved plan?

A: State law does not specify such limits. Therefore, local board policies should define allowable flexibility. For example, the policy could allow a 10 percent transfer of funds among approved expenditures to adjust to actual costs without requiring a revision of the plan.

Q: May funds received through the Consolidated Application be used to provide food and refreshments during staff development activities?

A: According to OMB Circular No. A-87 "Cost Principles for State, Local and Indian Tribal Governments", it is allowable to use a reasonable amount of **federal** funding to provide refreshments or food to participants when the "primary purpose is the dissemination of technical information." Web address: <<http://www.whitehouse.gov/omb/circulars/a087/a087b.html>>

GOVERNANCE

Q: What are the roles of the schoolsite council and the school leadership team?

A: The schoolsite council must develop, approve and annually revise the *Single Plan for Student Achievement* at all schools that operate programs funded through the Consolidated Application, (EC 64001). The school leadership team is a local administrative option, not required by law. The school leadership team may assist the school principal to implement the plan and may make recommendations to the schoolsite council.

Q: May the School Advisory Committee for State Compensatory Education and the English Learner Advisory Committee still designate the schoolsite council to function in its place?

A: Yes. That provision continues with the *Single Plan for Student Achievement* (EC 52870). This vote must be reaffirmed every two years, and the schoolsite council becomes responsible for meeting all requirements of the advisory committee.

Q: Who is responsible for developing schoolsite council bylaws?

A: The schoolsite council. The council may seek assistance from school officials, may appoint a committee to draft bylaws for its approval, or meet as a body to develop bylaws.

Q: Who is responsible for approving schoolsite council bylaws?

A: The schoolsite council is responsible for the content of its bylaws, which must be in accord with local governing board policies and state law. There is no state requirement for review or approval of council bylaws by any other entity.

Q: How often should bylaws be reviewed?

A: There is no period of review specified in law. Bylaws should be regularly consulted in the conduct of council business, and revised whenever a need is identified.

Q: Is there an appeal of the requirement that parent members of a schoolsite council not be employed at that school?

A: Yes. The State Board of Education may waive that requirement.

Q: Must a petition submitted to the State Board of Education to waive requirements of programs funded through the Consolidated Application have the approval of the schoolsite council if the petition affects programs at that school?

A: No. However, the petition would be strengthened by the endorsement of the council.

Q: Are schoolsite councils subject to the provisions of the "Brown Act"?

A: No. While public bodies such as the local governing board are subject to the Brown Act, the schoolsite council must meet only the provisions of *Education Code Section 35147*, referred to as the "Greene Act". See page 7 of this Guide for a list of these requirements.

Q: Who determines the local policies under which the schoolsite council operates?

A: The local governing board, subject to the limitations of the Education Code.

Q: When should council members be elected?

A: State law leaves details of council elections to local choice. District policies or council bylaws may specify such details. It makes sense to select all new members at the same election, well ahead of the time new members must begin planning. This practice allows time for new members to receive training and to observe council meetings before assuming their duties. Overlapping terms, if used, also help ensure continuity of experience.

Q: Is there a difference between "selection" and "election" of schoolsite council members?

A: CDE makes no distinction between the terms "selection of members by peers" and "election of members by peers". The selection of schoolsite council members must conform to the requirements of EC 52012, which indicates that terms, selection, and replacement procedures are to be specified by the schoolsite council and approved by the local governing board. The law also provides for the local governing board to develop policies regarding the responsibilities of the council. We interpret this to mean that councils are to establish the means for peer selection of members with the approval of, and within the policies set by, the local governing board. The following means would be appropriate in our view:

1. Nomination of candidates by the peer group and/or self-nomination
2. Election/selection of members by ballot, or by voiced vote at a meeting of peers open to all members of the peer group.

Q: Who are the "other school staff" that may be represented on the schoolsite council?

A: To fully represent the school community, representatives of certificated personnel such as school nurses, counselors and psychologists and resource teachers may be elected to the council. In addition, representatives of classified staff such as instructional aides, clerks and others may also be elected.

Q: Who is in charge of schoolsite council elections?

A: The conduct of council selection is left to local discretion. If governing board policy does not prescribe the means, then council bylaws may.

Q: Is a union representative automatically entitled to membership on the council?

A: No. This would be inconsistent with the terms of EC 52012 which precludes imposition of additional qualifications.

Q: What may be done to ensure reasonable attendance of members at council meetings?

A: Council bylaws may specify the participation required of members, and the means to vacate seats and elect replacements in cases when this requirement must be enforced.

Q: Does the plan require school advisory committee approval?

A: No. The schoolsite council must seek and consider the recommendations of advisory committees, but the content of the plan is the responsibility of the council, with the approval of the local governing board.

REQUIRED AND ALLOWABLE ACTIVITIES AND EXPENDITURES

Q: What, in general, are allowable expenditures?

A: Expenditures must fund educationally sound activities that result in improved academic achievement of eligible students, and which are an efficient use of scarce resources.

Q: May Consolidated Application funds be used to improve student discipline?

A: Yes, if disruptive student behavior is found to be a cause of low academic performance among identified groups of students, and if subsequent evaluation confirms the effectiveness of this use of funds in raising the tested performance of these students.

Q: In developing the plan, must the schoolsite council consider the academic needs of all students, or only students eligible for certain programs?

A: The council must review the performance of all groups of students, and establish school goals and related improvement activities to bring all students up to the standards adopted by the State Board of Education (EC 64001). However, some programs limit student participation to students with certain needs.

Q: Is the Gifted and Talented Education (GATE) Program required to be included in the plan?

A: If the school participates in the School-Based Coordinated Program, the schoolsite council is required to make provision for GATE students in the plan, and the local governing board is required to determine the portion of GATE funds to be included in the plan.

Q: Are special education students to be incorporated in the plan?

A: The academic performance of all students must be considered in developing school goals and activities for the plan. Activities to improve the performance of students served by special education programs must adhere to local policy and state law, and make provision for their needs as appropriate.

Q: May the schoolsite council allocate funds for the development of the plan?

A: Yes, subject to approval of the plan by the local governing board.

Q: When should budget decisions be made?

A: The most appropriate time to decide on proposed expenditures is as activities are being selected to meet school goals, starting with the most urgent priorities. It is poor practice to develop a "project budget" separate from planning the details of instructional improvements, since this tends to institutionalize the use of resources. All resources should be dedicated to specific goals or objectives, and sustained only if such use proves effective in raising student achievement.

Q: Must all expenditures in the plan be related to school goals?

A: Yes. The plan is a means to marshal all available resources to remedy the causes of low student achievement. Expenses that are not essential to school goals to raise student achievement should not be included in the plan.

Q: What are auxiliary services, and are expenditures for such services allowable?

A: Auxiliary services include such things as counseling and guidance, referral to other agencies, and parent involvement activities. Such expenditures must have a direct bearing on the school goal for which the activity is provided.

GENERAL QUESTIONS

Q: In single school districts, can the *Single Plan for Student Achievement* meet the federal requirement for a "Local Education Agency Plan" (LEAP)?

A: For single school districts, there is considerable overlap of these two planning documents. By including information required by the LEAP in the *Single Plan for Student Achievement*, it will meet federal requirements for a district-level plan.

Q: Should schools that operate a Title I Schoolwide Project (SWP) develop SWP plan separate from the *single Plan for Student Achievement*?

A: No. The contents required for a Title I SWP plan must be included in the *Single Plan for Student Achievement*. In addition, a one-time application to operate a SWP must be obtained from CDE.

Q: Does the state provide sample plans to guide schoolsite councils?

A: No. A template is provided instead, so that each school will analyze its instructional program in the light of student performance, and select the means of improvement most appropriate to local circumstances. Access to the template and to many links to technical assistance is available through the California Department of Education Web site at <<http://www.cde.ca.gov/ccpdiv/>>.

Q: Are high schools required to develop a *Single Plan for Student Achievement*?

A: Yes. A public high school that operates any program funded through the Consolidated Application is required to develop this plan. While the requirement may be triggered by a small entitlement, its purpose is to identify the cause of low academic performance, develop a strategy to raise student performance, and evaluate the strategy as a means to further improvements of the educational program. In addition to the categorical funds available, the schoolsite council may choose to include any other school program in this planning process, providing a much broader scope for raising the achievement of students throughout the school.

Q: Are charter schools required to develop a *Single Plan for Student Achievement*?

A: Yes, if they receive any of the following funds:

- Federal funds under Titles I, III, and V of the "No Child Left Behind" Act of 2001
- State funds under the Tobacco Use Prevention Act, if these funds are allocated to the school.

Q: What is the definition of a "low-performing" or "under-performing" student?

A: A low-performing or under-performing student is one who tests below state standards.

Q: How do state and federal program compliance requirements relate to the *Single Plan for Student Achievement*?

A: The specific requirements of each program included in the plan must be met, along with the requirements for the plan itself. Program requirements include the purpose of the funding, eligibility for student participants and required activities. Councils must have information on these requirements as plans are being developed.

Q: What is the relationship of the School-Based Coordination Program (SBCP) plan to the *Single Plan for Student Achievement*?

A: A separate SBCP plan is no longer authorized. Elements of SBCP are to be incorporated into the goals and activities of the *Single Plan for Student Achievement*.

Q: Must all school goals contained in the plan focus on improving academic performance?

A: Yes. State and federal law do not support the use of Consolidated Application funding for other purposes.

Q: May School Safety Plans be included in the *Single Plan for Student Achievement*?

A: Schoolsite councils have three options:

- Integrate school safety objectives and activities into the *Single Plan for Student Achievement* if they have a direct impact on a specific school goal of student achievement.
- Decline to include school safety activities in the *Single Plan* if school safety do not currently have a negative impact on academic achievement.
- Include both in a single plan. Care should be taken to ensure the purpose and effectiveness of each program is not compromised when the two plans are combined.

Outline of Sample Bylaws

The following outline is provided as a sample to assist the schoolsite council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

Article I

Duties of the Schoolsite Council

The schoolsite council of _____ School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations
- Recommend the plan and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members
- Make modifications to the plan whenever the need arises
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the council by the district governing board and by state law.

Article II

Members

Section A: Composition

The council shall be composed of ___ members, selected by their peers, as follows:

- ___ classroom teachers
- ___ other school staff members
- ___ parents or community members
- The school principal shall be an ex officio member of the council.

Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

Council members shall be elected for ___ year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by
(The following are examples: regular elections; appointment of the council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III Officers

Section A: Officers

The officers of the council shall be a chairperson vice-chairperson, secretary, and other officers the council may deem desirable.

The chairperson shall

- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the council

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the council
- Transmit true and correct copies of the minutes of such meetings to members of the council and to the following other persons: _____
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the council
- Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the council

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

Article IV Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No sub-committee may exercise the authority of the council.

Section B: Other Standing and Special Committees

The council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the council. No such committee may exercise the authority of the council.

Section B: Membership

Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the Council

Section A: Meetings

The council shall meet regularly on the ___ school day of each month. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings:

The council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____ and _____.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than ___ days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by Education Code Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to council members at least ___ days prior to the meeting at which the amendment is to be considered for adoption.

EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to kashley@cde.ca.gov

Name:

Organization:

Telephone #:

E-mail address:

Comments: